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# The WESTERN SCHOOL JOURNAL

— INCORPORATING —

*A Bulletin of the Department of Education for Manitoba*  
*A Bulletin of the Manitoba Educational Association*

## THE FIRST GARDEN

God made a garden when the world was young,  
And walked each evening, pacing calm and slow,  
Along its pathways, when the sun was low  
Behind the palm trees, with dark branches flung  
Like giant hands against red skies. Among  
The cool damp grasses, waving to and fro,  
The night-moths and the song birds saw Him go,  
Lifting His face to where the new moon hung.

And I with care and toiling, too, have made  
A walled-in garden—a small, lovely thing—  
Where golden orioles sing their mating song,  
And brown moths flutter from the dark fir glades.  
O here a wandering dream with broken wing  
May find a place to rest and tarry long!

—Frank Oliver Call.

Winnipeg, Man.

June, 1928

Vol. XXIII—No. 6



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VOLUME XXIII.

NUMBER 6

## Contents for June, 1928

### EDITORIAL—

Real Greatness .....	207
The Rhodes Scholars Again .....	207

### DEPARTMENTAL BULLETIN—

Advisory Board .....	209
Re Statement of Marks .....	209
September Supplemental Examinations .....	209
Grade XII. ....	209
Grade VIII. ....	210
First Class Professional Examinations, August, 1928 .....	210

### SPECIAL ARTICLES—

A 'Fore the Holiday Word .....	210
The League of Nations Considers the Cinema .....	212
Two School Field Day Programmes .....	216
Did You Get a Blue Ticket? .....	219
Killing the Gopher .....	220
Answers to Inquiries .....	220
Mapping in Canada during the Past Century .....	221
First Aids in Summer.....	223

### MANITOBA EDUCATIONAL ASSOCIATION—

Dr. Alexander McIntyre Scholarship Fund .....	225
One Teacher—Many Grades .....	226
Summer School—Teachers' Course .....	228

### RURAL SCHOOL SECTION—

Rural School Projects .....	228
Replies to Correspondents.....	229

### TRUSTEES' SECTION .....

### JUNIOR RED CROSS .....

### HEALTH DEPARTMENT .....

### CHILDREN'S PAGE—

Rain in the Night .....	236
The Editor's Chat.....	236

### ELEMENTARY—

Silent Reading Seat Work .....	239
NEWS AND GOSSIP .....	240

### SELECTED ARTICLES—

The Book as an Educator.....	242
Sport Spirit .....	243

President - - - - - A. W. HOOPER

Editor - - - - - W. A. McINTYRE

Assistant Editor - - - - HILDA HESSON

Business Manager - - - - F. A. ALLDEN

Business Address:  
Cor. Ellen & William Sts., Winnipeg

### Directors

D. M. Duncan, A. C. Campbell, D. McDougall,  
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# The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXIII.

WINNIPEG, JUNE, 1928

No. 6

## Editorial

### Real Greatness

A novel of a few years ago was incomplete unless it introduced among its characters a few members of the titled aristocracy. The writer seemed to feel that his personal reputation was at stake unless he introduced a few members of the nobility. If by force of circumstances a writer had to live with common people, it was a satisfaction to his vanity to move in imagination in the circles of the great, and there was a chance that his readers might be deluded into thinking he was at home only among the celebrities.

Writers of history of the present day manifest a similar weakness. They describe with painful exactness the doings of legislatures, they chronicle with exceeding care the deeds of kings and governors and other public officials, but it would seem to them to be demeaning to picture the lives of the common people. They are afraid to be plebeian.

In similar fashion our public functionaries—mayors, ministers of state, and directors of ceremonies—seem to have caught the infection, only their obsession is the army and navy. Just as the novelist worshipped the nobility, and the historian the parliament, the public functionaries worship the militia. This is well illustrated in an article in the New Statesman, in which the reception to the King of Afghanistan is described. He was shown tanks, bombing aeroplanes, submarines, and the army in its manoeuvres, yet he never visited the institutions which made Britain the great country that it is. The Statesman mentions a few things that might have been seen—the streets on Saturday night with the crowds of good-humored people, the hospitals with their highly-trained and patient nurses, the playgrounds in which contestants fight without shed-

ding blood and without displaying bitterness, the baby clinics, the legislatures and the law courts, if they were not so trying and tiresome. The closing paragraph may be appreciated by some readers:

"At the same time, having shown the visitor of the chief sights of England and the glories of her civilization—a ship-building yard (at present idler than it ought to be), fields (also idler than they ought to be), Suffolk punches and prize cattle at a horse and cattle show, old farmhouses, harbors and fishing-fleets, a bookshop, an old-fashioned country hotel with an old-fashioned landlord behind the bar—I should have to explain to him that the civilization of the country was, generally speaking, in a state of decay. I should have to tell him that there were once horses on the roads where there are now machines, that the harbor was once crowded with sails that is now crowded with engines, that soldiers in red coats and hansom-cabs were once the commonest sights in the streets, that much that is now town was once country, and that, in order to find any improvement, you have to turn to the mechanical things—wireless, the aeroplane, the gramophone, the tank, and the submarine. New houses, I fancy, are better than new houses used to be, but even so they are not as good as old houses. And there may be other improvements not visible to the eye. Still, he might have been taken to see a play of Shakespeare's so that he could have realized the kind of thing the country could produce before the wonders of machinery ruined everything."

### The Rhodes Scholars Again

In last issue of this Journal appeared an editorial note on Rhodes Scholars

that was unfortunately based on wrong information. It is said that Dr Grant in making his comment on the low standing taken by Canadians at Oxford did not refer to classics alone, but to all the studies taken at Oxford. Only one-sixth of the representatives from Manitoba took the advanced work in classics. Figures are not available for the rest of Canada. This of course makes it necessary for the Journal to correct its error, and to express regret that it misinterpreted Dr. Grant. It makes no apology, however, for the general drift of its comment, which was a protest against measuring success of Canadian students by their ability to live up to the standard set up by Universities elsewhere. It would be just as wrong for us to measure English-trained graduates by the standards that seem so necessary in this country. For there is a difference in standards necessitated by life conditions. Sometimes we envy the culture of the British scholar, at other times we admire the practical ability of the man who takes a course in one of the great American colleges. Yet we hope that the courses given in our own Universities while not perhaps as complete in some respects, are measurably suited to the needs of our students and their times. There is a tendency on the part of some builders of universities to imitate slavishly what others are attempting, forgetting what Dr. Grant, of Queen's University, once said, that when a nation attempts to imitate another in matters of education it usually imitates the worst.

The Western School Journal has every admiration for the classical studies, but it recognizes that for the great mass of students in Manitoba other courses must be selected. We cannot here reproduce Winchester and Eton, and perhaps it is a pity, but we can conduct schools suited to our peculiar needs. We are thankful that there are some who still study Latin and wish that more could be prevailed upon to take Greek; we regret indeed that circumstances in this new land make it impossible in most secondary schools to give classical studies due prominence.

At the same time we do not need to worry if our curriculum differs from that followed in other places. If it suits our needs we should be satisfied.

That is just what seems to have been in the mind of the Committee on the Revision of the Curriculum for secondary schools. The course suggested is not ideal; it is probably not what any of the members would have suggested at another time in our history, but it seemed to them the best curriculum for to-day. They may have been mistaken in their judgment but that is another matter. The thought underlying the report, that the curriculum should suit the needs of the province rather than copy curriculum elsewhere seems reasonably sound.

Yet the Journal regrets that owing to second hand information supplied it misinterpreted Dr. Grant.

---

#### Dr. Alexander McIntyre Memorial

The many friends of the late Dr. Alexander McIntyre will have an opportunity of contributing to the memorial in his honor. The announcement on another page gives all the needed information. It is important that contributors should act "at once."

---

#### My Loss and Gain Account

At the end of a year the teacher can make up her personal account of losses and gains in such terms as friendships, moral and intellectual gains, social gains, gains in health, in teaching ability, in tolerance, kindness, willingness to learn &c. It is, however, far more to the point to make out a loss and gain account for the community, the school and the individual pupils. It can be summed up for the community under such headings as speech, ideals, actions, pleasures, friendly feeling, loyalty to truth, love of beauty, love of country, and for the school and the pupils can be estimated in terms of knowledge, habit, power, taste, disposition, practical ability, health, attitude, ideals. It is a great thing to be able to strike a favorable balance sheet. Blessed be the teacher who has something to shew for her labors.

**THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION**

# Departmental Bulletin

**The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.**

### **Advisory Board**

This is the year in which the teachers elect their representatives to the Advisory Board, and those elected hold office for a term of two years dating from August 1st next. Dr. Daniel McIntyre, Winnipeg, and Mr. W. A. Anderson, Virden, have been elected to represent the teachers in the Elementary and Intermediate Schools.

There are two nominees for the position of representative of the High School teachers on the Board, namely—Mr. Wilfrid Sadler, Principal of the Maple Leaf Junior High School, and Mr. O. V. Jewitt, Mathematics Department, Kelvin Technical High School, Winnipeg. Ballots have been distributed to the teachers who are entitled to vote in so far as the Department has a record of them and these are returnable to the Deputy Minister not later than June 30th. The name of the High School representative will be announced early in July. Teachers holding a First Class Professional License and teaching in a High School, Collegiate Department, Collegiate Institute or in Grade IX in a Junior High School are eligible to vote and any one who has not received a ballot should communicate with the Deputy Minister, Department of Education.

### **Re Statement of Marks**

The usual Statement of Marks will be sent out to each student in Grades IX., X. and XI., when the results of the examinations have been tabulated at the Department. We do not intend to indicate the standing of the student on

the statement. The minimum mark required to pass, the mark which the candidate has obtained and the maximum mark will be shown against each subject. On the back of the statement will be found a list of the subjects on which candidates are required to pass in each grade. Candidates will be able to see at a glance what standing they have obtained as a result of the examination.

### **September Supplemental Examinations**

The Examination Board will conduct supplemental examinations in September in all subjects. Students who have not more than three conditions, including Spelling, to obtain clear Grade XI. standing will be permitted to write these examinations. No other High School students should apply for examination at this time. The Board will arrange examination centres at Winnipeg, Brandon, Portage la Prairie and Dauphin.

The September examinations this year will be conducted by the Examination Board instead of the University. Applications to write should be forwarded to The Secretary, Manitoba Examination Board, Legislative Building, Winnipeg.

### **Grade XII.**

Arrangements will be made to conduct supplemental examinations for Grade XII. in December. No Grade XII supplemental examinations will be given before this time.

**Grade VIII.**

Grade VIII. candidates who are dissatisfied with their standing on the examination, or who have had any difficulty regarding the examination should be sure to take the matter up with their Inspector before writing to the Department.

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**First Class Professional Examinations  
August, 1928**

The time-table for the First Class Professional examinations to be held in August, 1928, is as follows:

Tuesday, August 7th.

9 to 12—Psychology.

14 to 17—History of Education.

Wednesday, August 8th.

9 to 12—Philosophy of Education.

14 to 17—Progressive Methods in Teaching.

Thursday, August 9th.

9 to 12—How to Measure (Wilson and Hoke).

14 to 17—Principles of Secondary Education.

Friday, August 10th.

9 to 12—The Teaching of English.

9 to 12—The Teaching of Mathematics.

14 to 17—The Teaching of History.

14 to 17—The Teaching of Science.

If your Part "B" Option is not given in the above time-table it will be placed for Friday, August 10th, from 9 to 12.

Regular application forms are now required from all who propose to write on the First Class Professional examination, or part thereof. These forms may be had from the Department of Education on request. All applications for the August Examinations must be in the hands of the Department not later than Tuesday, July 3rd.

This examination may be written in Winnipeg in the Department of Education; in Brandon, at the Normal School; elsewhere, under the supervision of any Inspector at his headquarters. The practice of forwarding First Class Professional papers to any other presiding examiners has been discontinued.

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## Special Articles

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### A 'FORE THE HOLIDAY WORD

(By Robert Cove Lloyd)

Again we are on the eve of the Long Vac. What a vista lies before us after long Spring term of serious work—so much we have in mind to accomplish this holiday that we have missed before; always we have aimed so high, and in the end found that we have not visited the one place that was most in our minds. There is however, compensation in this, because it is still in front of us, still a kingdom to conquer. When the holiday plans are finally settled, a general concensus would probably go to show that the major portion of teachers and scholars alike are booked for ocean, lakeside, river or some place where water facilities abound. It seems to be an indubitable fact that the

presence of open water presents to our minds a strangely enticing attraction.

Joyousness is the keynote of our holidays by the lakeside, on the rivers, and anywhere indeed, where bathing and swimming are possible. A dip in the lake, and a run along the yellow stretch of sand—then perhaps we bask in the sun for a while, dreaming dreams, perchance of future advancement—or romance, happy days to come!

Oh! 'tis good, so to idle—so to frolic—so to dream, and build castles in the air! To build up also a splendid measure of health that will stay with us for months after we get back to the rub-a-dub-dub again. Oh! yes, where

ere it may be—on whichever trek we may take, 'tis good!

Then, one day, maybe, as we frolic joyously along beach or river bank, full to the brim with the splendours of life, comes a sudden, swift note of dimness into our pleasures—a cloud of sorrow o'ercasts our joy.

Cries of anxious terror ring along the beach. Cries for "Help".

What is it? we question, as we hasten in the direction of the cries. Soon we reach the spot and join in the knot of frenzied pleasure seekers gazing searchingly out into the lake. We do not need to ask questions as we follow their gaze, for out there in deep water, is an upturned canoe.

Boats and canoes are already hastening for the scene of the accident, whilst several strong swimmers are also well on the way. Will they be in time to effect a rescue? Oh! why don't they hurry?

And then, a sudden stillness settles on the waiting throng—an almost deathlike stillness—some of the rescuers have reached the up-turned canoe, and swimmers commence to circle around the spot. Look! one is taking a surface dive! Now another goes down, and then another! Each staying down as long as their capacity will allow.

Thus the search under water continues; no apparent result rewarding the patient efforts of the divers. Minutes pass by, but they do not abate in their search—their's is not a task to be easily abandoned, and they widen the circle, redoubling their efforts. Presently, a murmur goes round the group of watchers as one of the divers emerges from the depths with "something". Quickly the burden is placed in a boat, which hastens for the shore.

What an agony of distracted hope goes through the minds of the watchers? Mothers in the group, silently send up prayers of hope!

We learn that the canoe had contained a party of six or seven children of varying ages and two persons of adult age. Somebody by our side, made the astounding statement that although one of the adults had a little knowledge

of swimming, yet none of the children or the other adult understood even the least elementaries of the art . . .

What crass ignorance! Just to think that any persons admitting to an adult intelligence, could be so negligent of common sense! Could even think of taking a bunch of children, all non-swimmers, out on the lake under such conditions—knowing that if anything happened, they were not in the position to render help . . .

Now the incoming canoe is beaching, and looking outward, we see that the divers are getting results. Two boats are returning to shore carrying burdens of the rescued. A woman by my side raises a scream as the lifeless looking figure is gently lifted from the boat. "It's my Winnie!" she cried, and would have rushed forward, but was compassionately held back by her companions. A doctor had arrived on the spot and immediately took charge of resuscitation; and as the other patients were brought in, willing workers worked on them, under the doctor's orders. The first little one brought in, responded quickly to the treatment; and several of the others also returned to consciousness, but after a more protracted "working over"—But, alas! some of those who were longer in the water before being found did not respond and—there were sore hearts at that beach resort . . .

Now, all of you, who may read this article, please take note that although the above picture is an imaginary one, yet, it is but an example of a drowning tragedy. Many such have taken place in the past, in varying forms and degrees at our fair pleasure resorts. And so many of them might have been prevented with knowledge and common sense! Readers, I beseech you in the name of the child life, and the future citizenship of this Province of Manitoba, to think well on this subject relative to a knowledge of swimming and life saving. If possible, I would urge you to look up some of my previous articles in the Journal regarding this most important subject—perhaps you have them by you, and refer to them from time to time. Some of the points

I have raised, therein, may have encouraged you to persevere with the subject, and you may ere this have achieved splendid results with the young people under your charge.

Sound the note of battle! Make a dead set for victory over this dread holiday foe "drowning." Let us with all our power, all our intelligence and all our hearts, encourage the instruction of the art of swimming, and better still let us follow that knowledge up with an understanding in the practice of life saving methods.

One special point that I have introduced into previous writing in the Journal might easily bear repetition.

### Learn to Tread Water

Even a non-swimmer can tread water if they will but have the confidence to follow the following simple instructions. Impress, I entreat you the simple words on the minds of your pupils: "If they should at any time find themselves in deep water, let them keep their hands below water, either straight to their sides, or paddling gently and

slowly below the surface, and at the same time, move their legs in a slow walking or pedaling movement. IF THEY WILL DO THIS THEY WILL NOT SINK. In further connection with this point, it is well for the act of respiration to be taken slowly and easily, for preference both inhalation and exhalation being through the mouth; the exhalation being accomplished with a slightly forceful blowing, through puckered up lips. The intake being a slow drawing in through open mouth. Make this breathing slow; regular and natural.

And now in the name of humanity and the Royal Life Saving Society, let me commend these few words to your earnest attention. Mrs. G. A. Harrison, the President of the Manitoba Branch of the Society, will be only too glad to help you in any efforts you may make along these lines and will be pleased to hear from you at any time. the good work is progressing, and many classes have been passed during the past winter months—but more, more, let us have more!

### THE LEAGUE OF NATIONS CONSIDERS THE CINEMA (By Mrs. Patriarche.)

In 1925 the Child Welfare Sub-Committee in attendance at a conference on matters pertaining to women and children at Geneva took up the question of the effect of the motion picture upon the mind and morals of juveniles throughout the world; after this preliminary discussion a questionnaire was sent to various governments and information collected by those delegated to this work. In 1926 and 1927 the patient consideration and search for data continued with the result that a comprehensive report has been issued this year. Reduced to its exact essentials the report simply confirms the convictions expressed for years by those who have studied the cinema and tells us that many films are objectionable for young people though legitimate for adults and that wise nations seek to use the motion picture by means of

selective regulation rather than abuse it by indiscriminate showing of all types of pictures to all ages of spectators. There was a sincere desire to offer constructive criticism rather than inconsiderate condemnation and it is unfortunate that of some fifty or more countries receiving the questionnaire only twelve had replied prior to the last meeting of the Cinematograph Committee. Canada was one of the nations which responded to these enquiries—"1. Could any arrangements usefully be made for the exchange of information between different countries in regard to films which are good or bad for young people?"

"2. Can any facilities be given for the better international circulation of films which are specially suitable for children and young people, either for instruction or amusement?"

The following reply sent by the Manitoba Board of Censors appears in the report.

With reference to paragraph 1:

The most practical method of circulating information regarding films suitable, and otherwise, for young people appears to be:

(a) A universal system of classifying and stamping films under the two afore-mentioned heads, with reports sent detailing such classification to all censor boards or commissions engaged in the official examination of pictures.

(b) Bulletins containing the above information forwarded to interested organizations and societies by censors and commissioners.

(c) Special lists of films suitable for the family sent at frequent and regular intervals to the head office of the Child Welfare Commission in every country by censors and commissioners and relayed to all affiliated or similar organizations in all lands by officers of the Child Welfare.

It may be said that Manitoba has circulated lists of films suitable for family entertainment for some nine years, any responsible organization or individual being supplied with this information on request.

Last year the Manitoba Board forwarded a lengthy list of family films to the head executive of the Child Welfare at Ottawa; notice was given of all cuts made in films so listed, and if films otherwise of a family standard contained a title or incident unsuitable for juveniles a note was made to that effect.

Lists of the above type are useful in supplying special children's matinees under the auspices of some body of public welfare or for use in connection with schools. Such entertainments are valuable in small places or local districts; they do not cover the ground in large cities.

These lists would be of more practical use in countries outside North America for the reason that from 70 to 95 per cent. of the film entertainment of the world is supplied at present by United States producers. In the United States and Canada the public exhibi-

tion of films follows so quickly upon their release for commercial use and so often occurs in many places simultaneously that the lists mentioned would, in most cases, probably be put in circulation after the films had been many times shown.

As to lists of foreign films not more than six such pictures have come to Manitoba in any year since the war.

With reference to paragraph 2:

Possibly the best methods of increasing the international circulation of films suitable for children would be:

(a) By a concerted movement to lower or remit fees and other taxation on such pictures while, at the same time, raising fees and taxation on sex and crime films (which constitute 50 per cent. of the American output).

(b) By sending advance information of successful exhibitions of children's films to all public welfare organizations.

(c) By posting notices of such films in public schools and endeavoring to stimulate local patronage.

(d) By Government libraries of children's pictures distributed by Government bureau at nominal cost.

It will be seen by the report from Geneva that nearly all the continental countries not only realize that many films are unsuitable for minors but regulate their theatres accordingly. In Manitoba we know it but that is as far as we have gone. Since 1920 this form of regulation has been advocated for the province; it has been brought to the attention of public organizations and members of the legislature several times and favorably commented upon in the press but we continue to admit children at all hours to any and every type of film without so much as placing a warning sign on advertising or at the theatre when the picture happens to be undesirable for immature minds. In this regard we are now listed in the League of Nations report in the same category with such progressive countries as Siam, Formosa, Kwantung, Morocco and China.

Since the report was printed, evidently, two provinces in Canada have passed legislation providing for the separation of films by censors into those

for adults and those for general entertainment. In Alberta only the "universal" class is advertised, but in Ontario both classes are to be specified. In Alberta children are forbidden to enter a house when an adult film is running unless they are accompanied by responsible grown persons. In Quebec no one under 16 may legally attend a picture house under any circumstances, but trade magazines report that exhibitors are openly violating this new law, one exhibitor having gone so far as to placard his house with invitations to children; his design being to force the matter into the courts with the hope of proving the law unconstitutional.

The explanation of this determined opposition may be found in the published statement that children's patronage brought from two hundred and fifty to three hundred dollars a day to Quebec picture houses.

With the exception of Alberta and Ontario the Canadian restrictions have no bearing on the nature of the picture shown to young people but are imposed with a view to preventing truancy from school or attendance at late hours of the evening. In older lands, however, the content of the program is the chief consideration. A summary of the reasons given for selection of juvenile entertainment shows that sex and crime films are banned; films likely to arouse wrong impressions of their own or other nations and those which are vulgar or brutal. In some European countries nothing but educational or cultural films may be exhibited to children and everywhere is a keen realization of the need for supervision from the mental standpoint. In Norway, Sweden and France censorship is under the Ministry of Education, and in Poland, where it is stipulated that censors must be "men of letters", there is a committee of teachers in connection with the Censor Board which decides the fitness of films for juvenile programs. This committee recently reviewed 948 films of which only 287 were passed as desirable for children. In Japan the teachers in primary and secondary schools have authority to forbid attendance of their

pupils at picture houses entirely or under certain conditions. The scholars of 43 elementary and 51 secondary schools are not permitted to enter film theatres at all while those of 60 elementary and 50 secondary may only do so conditionally. In other places provision is made for teachers on the Censor Boards. In England the educational authorities are actively interested, and, in some cases, circulate approval of certain films suitable for young people and arrange supervised showings of these. We see no mention of this in the report from Geneva, but it is spoken of in English journals where it is said also that Oxford is trying an experiment in correlating the current studies with motion pictures. These are shown at a regular theatre during school hours. The subject is taken up in the classroom, then the pupils adjourn in a body to see the movies. We can imagine the innovation tremendously popular.

In Nicaragua—apparently without the assistance of the American Marines—the authorities have made it compulsory for exhibitors to give at least two programs of approved films for children every month. In Latvia selected films are shown to children and no stage presentation is allowed at these. In France and Italy certain films are specially recommended by a committee and the production of educational films is stimulated by the Government.

One or two comments embodied in the report are especially worthy of notice. The correspondent for Sweden informs us that films have been selected for juveniles there for sixteen years for reasons "more psychological than pedagogic in the strict sense of the word." In certain cases two psychiatrists have been called upon for advice. He goes on to say that Norway has recently adopted the same system. Previously Norway censored under the method outlined for Manitoba, whereby films are passed for all spectators but some consideration is expected to be given to their fitness for young people. The criticism of this system is endorsed fervently by the Manitoba censors. "This system" writes the official in

Sweden, "which in theory finds many supporters in scholastic circles, soon proved inapplicable in practice, owing to the fact that, out of consideration for children, several films of real merit were prohibited for adults because they were unsuitable for young people; on the other hand, the desire to safeguard the legitimate interests of adults led to approval for children of many films they ought not to have seen. "From Denmark came the intimation of the difficulty of choosing children's films for dramatic qualities. After stating that consideration is given to this factor in adult pictures the letter says: ". . . Although as a rule the artistic treatment of an ordinary subject may help it over certain difficulties, the same factor may, if the artistic quality is mainly used in the interest of sensationalism, actually become an additional reason for prohibiting the exhibition of the film to children. The Censor Board in Denmark consists of a representative of the Ministry of Justice, a schoolmaster and a retired theatrical manager and it is asserted that they "should not be limited to censorship but should remain in daily practical contact with life."

The Italian representative gave the information that a special place is reserved for mothers of families on the censorship committees and enumerated the subjects considered desirable for minors in that country; a list so sensible and well chosen that it might be adopted in Canada. "Films reproducing works of art or representing towns, scenery, historical scenes and national customs, facts of natural history, scientific phenomena and experiments, agricultural work or industrial processes, or depicting subjects and scenes tending to exalt the civic and religious virtues, the sacredness of the home, family affections, maternal love, the spirit of self-sacrifice, and acts of heroism, or calculated to stimulate gaiety, kindness, energy and courage." M. Bourgois, of France, spoke of the regional educational cinematograph office at Lyons, which covers nine departments under the patronage of

the Ministers of Education, Agriculture, Labor and Health, and in 1926 released ten million metres of film, all of which might be profitably shown to children. We like M. Posner, of Poland, who said that all films to have a good effect on the public must be beautiful. M. Reynold "wished to refute the suggestions of certain aesthetes who thought it necessary to sacrifice the moral to the beautiful. . . it seems obvious that an ugly film cannot have a good influence." Dame Katherine Furse and M. Sugimura suggested that films should likewise be amusing and Don Pedro Sangro, of Spain, voiced the laudable hope that the cinema might be considered as an instrument of peace, and should not be used to emphasise the differences between peoples.

Consideration of conditions under which children are employed in picture studios showed many countries had no regulations. Mention is made of the danger to eyesight and nerves owing to the fierce light and heat generated by the lamps on the sets and of the premature sophistication of juveniles acting before the camera. We see in Manitoba evidence of great lack of judgment in the subjects provided for some child actors and most objectionable exploitation of them in scenes of gross vulgarity and in the use of vulgar titles. It appears that consideration of the material supplied them and of the character of their director should be paramount; with the usual regulations governing child labor observed. Miss Minor, of the New York Child Labor Committee asks pertinently "What justification can there be for the use of tiny infants and their being forced, by fair means or foul, to laugh or cry at the necessary moment?"

With reference to the films preferred by children one is inclined to agree with some of the more skeptical members of the Geneva committee who think that it is difficult to discover this as children are inclined to tell teachers of a preference for those things they know the teacher hopes they will mention. We fancy the truth is that their taste is probably made or moulded by the films they see and a diet of sensationalism

will soon dull their ability to appreciate quiet charm or beauty and rouse an appetite for increasing thrills.

Our Canadian representative, Miss Whitton, of Ottawa, told of the special list of pictures for children contained in a booklet sent out by the head department of Child Welfare, of which she is executive secretary. In this a number of educational films are given. She also informed the committee that the Canadian Government had produced more than 150 films on history and geography and was producing one on child welfare. In connection with this we should note the splendid scenic and industrial pictures to be had from the Government Motion Picture Bureau. Canada might well employ these both for children and for the instruction of newcomers who

would be given much useful information on our resources and the beauty of the country, which would reach aliens and illiterates who cannot read pamphlets.

The resolutions of the committee, like all such, seem a little unsatisfying after so much data has been tabulated but the reason may seem perhaps in the conclusion that no international line of conduct can be definitely established on account of racial and constitutional differences and, except for the broad determination to follow a policy of a constructive nature which will not only make it impossible for children to see what is unsuitable but provide them with stimulating mental fare, each nation must work out its own particular method of procedure.

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## TWO SCHOOL FIELD DAY PROGRAMMES

(By W. A. Anderson, Virden.)

(Continued)

### Inspector Beveridge's School Field Day

About ten years ago Inspector Beveridge organized a school field day to include the greater part of his inspectorial division at that time. It has been held from year to year at Oak Lake, Elkhorn and Virden, but more commonly at the last, since it is more centrally located for the majority of the schools. Owing to the flooding of the Assiniboine valley in recent years, it has been necessary to organize a smaller field day for those schools across the river. Although this is a field day of only 19 rooms, yet it is very successful and is enthusiastically supported by every district in that area.

From the first, it has been the aim of the field day to foster physical drill, team games and individual athletics for all the pupils of the schools in the district by encouraging them to prepare for the field day contests. At first, the classifications for nearly all events were based on age limits, and efforts to improve the programme were

confined to adjusting the ages and to adding more classes. These improvements, coupled with special team games for rural schools, so greatly increased the number of competitors on field day that officials were beginning to doubt their ability to handle all entries without one event clashing with another. Although the field day was meeting with splendid success, yet it was evident to the inspector that there was much room for improvement. There were still many pupils in a number of the schools that were taking little or no part in team games or other worth-while enjoyable forms of physical exercise.

After a number of years working with classifications based on age limits, the next step was the introduction of the C.S.E.T. system of classification and scoring for boys over 11 years of age. Since this system is based on weight as well as on age and points are given in each class for various attainments, the smaller younger boy can compete quite successfully with the older or larger boy. Not only does this system

encourage more boys to train for individual athletics, but it greatly simplifies the running off of the events without clashing with team games. Since each boy competes against fixed standards, he may take part in the contests any time during the day that he is free from team games.

After several years' experience in endeavoring to perfect a system of classification based on age for team games, it was completely discarded in favor of one based entirely on the size of the school and the ability of its teams. Each school is now encouraged to organize as many teams in each kind of game as its enrolment will permit. That is, the best players are classified into a "first" team, the next best in a "second" team, and so on until all pupils old enough have found a place on a team. Each team is then grouped with teams of about the same strength from other schools into a base ball, basket ball or playground leagues of about four teams if possible. This gives every boy and girl who is old enough an opportunity to play on ball team with good chances of winning a first, second or third place.

This system has now been in use for two years. Judging from the increasing number of teams from both graded and rural schools, it does appear that the new system will bring Inspector Beveridge's organization very close to attaining its original aim. Even small rural schools with enrolments less than 15 are able to organize a mixed team of boys and girls; and, with a number of players as small as five, compete in a modified form of playground ball with other teams of about the same kind.

The danger of all competition is that it may become so keen and strenuous as to discourage all except the best from making any effort, while the best are often stimulated to over-exertion. This appears to be the inevitable result where the contest covers a wide area containing many possible competitors. A further widening of the field by a process of higher eliminations adds to the difficulty. This danger is almost entirely

eliminated in Inspector Beveridge's field day by making the competitive unit in team games the league of approximately four teams of similar strength.

The following data taken from the records of the 1927 field day, held at Virden, June 3rd, indicate to some extent the success of this type of programme in encouraging physical exercise in the schools. The number of rooms in the area covered by the field day consists of 84 elementary and 20 secondary. Of these numbers 66 elementary and 20 secondary were present at the field day. A total of 71 teams took part in the various baseball, basket ball and playground ball games. Since very few individuals played on more than one team, a little over 600 boys and girls participated in these contests. In individual events approximately 650 took part in one or more of the contests.

In order to handle such large numbers in the space of five or six hours, it was necessary to have in almost constant use 3 baseball diamonds, 4 basket ball courts, and 7 playground ball diamonds. One portion of the track was set aside for boys 12 years of age and up, another for junior boys and girls, and a third for the juveniles. The girls over 11 years used the same portion of the track as the juniors and juveniles, but later in the day. All contests were held at the agricultural fair grounds and were kept running smoothly by the use of several large blackboards.

The following is a copy of Inspector Beveridge's school field day programme held at Virden June 3rd, 1927. It was not modified by Jubilee celebrations, since these were held later.

#### Inspector Beveridge's School Field Day Programme

##### Regulations

1. All competitors must have attended school during the present school year for at least 60 days.
2. No individual shall be permitted to play on more than one team, or in

more than one league, in each of baseball, playground ball and basket ball.

3. Teams may enter a higher league instead of their own.

4. No school may enter its "Second" team in any league, unless its "First" team is entered in its own league or higher one.

5. Entries in events Nos. 1 to 36 inclusive must reach the secretary not later than Monday, May 30th. Entries for the remaining events will be taken on the grounds as the contests are called.

6. All entries must be certified to by the teacher or principal.

7. A basket ball team shall consist of six players, and shall play on a court 35 ft. by 70 ft., marked in two divisions. Girls' rules will be used.

8. The Manitoba Syllabus should be followed in physical drill. Each team must consist of at least 75% of the enrolment of the school or room, and will be allowed a maximum of 12 minutes.

The C.S.E.T. system of classification and scoring will be used for the track events for boys over 11 years of age.

10. In reckoning points for the first boys' championship medal, and for the girls' medal, 1st, 2nd and 3rd places shall count 3, 2 and 1 points respectively.

11. All cash prizes will be paid to the athletic fund of the school.

12. The school parade will form up in the following order:

(1) One-room schools with enrolments under 15, (2) one-room and two-room schools with enrolments over 14, (3) public schools and intermediate schools, and (4) high schools and collegiates.

### **Programme of Contests**

#### **Parade and Physical Drill**

1. Parade, one-room schools with enrolments less than 15; \$7, 5, 3.

2. Parade, one and two-room schools with enrolments 15 or over: \$10, 8, 6, 4.

3. Parade, a room in a graded school of three or more rooms (Grades I to VIII): Trophy by the Fort la Bosse Chapter of I.O.D.E.

4. Physical Drill, one-room school or room in graded school: \$10, 8, 6, 4.

Note: Prizes for all team games are: 1st leagues, \$8, 6 and 4; other leagues, \$6, 4 and 2.

#### **Baseball (boys)**

5. Exhibition game, 7 p.m.: Virden collegiate institute and a team from another District. Prizes baseball equipment.

6. First League: First teams from 5 and 6-room schools, and Second teams from collegiate institutes.

7. Second League: First teams from 4-room schools.

8. Third League: First teams from 3-room schools, and Third teams from collegiate institutes.

9. Fourth League: Teams from 2-room schools.

10. Fifth League: Second teams from 5 to 6-room schools, and teams from public schools.

#### **Playground Ball**

11. First League, Girls: Open to high schools and collegiates.

12. Second League, Girls: First teams from 3 and 4-room schools, and Third teams from collegiates.

13. Third League, Girls: Second teams from 5 and 6-room schools, and teams from public schools.

14. Fourth League, Girls: Teams from 2-room schools.

15. Fifth League, Boys and Girls or Both: One-room schools with enrolments of 20 or over.

16. Sixth League, Boys and Girls or Both: One-room schools with enrolments less than 20. (Teams 5 to 10 players.)

#### **Basket Ball (Girls)**

17. First League: First teams from high schools and collegiates.

18. Second League: First teams from schools of 4 rooms or less.

19. Third League: Second teams from 5 and 6-room schools, and Third teams from collegiate institutes.

20. Fourth League: Public school teams.

**Boys' Track Events, Classes 1 and 2  
(Prizes, \$1.50, 1.00, .75).**

21. 50 yard dash for Class 1; 75 yards for Class 2.
22. Running high jump.
23. Running broad jump.
24. 6 lb. shot put.

**Boys' Track Events, Classes 3, 4 and 5  
(Prizes, \$1.50, 1.00, .75).**

25. 100 yard dash.
26. Running high jump.
27. Running broad jump.
28. 8 lb. shot put.

**Boys' Championship Medals**

- (1) Championship irrespective of the C.S.E.T. method of scoring.
- (2) Championship according to the C.S.R.T. method of scoring.

**Girls' Track Events (No age limit)**

29. 100 yard dash.
30. Throwing the baseball.
31. Standing broad jump.
32. Running high jump.

**Girls' Track Events (Under 15)**

33. 75 yard dash.
34. Throwing the baseball.
35. Standing broad jump.
36. Running high jump.

Prizes for girls' track events: \$1.00, .75 and .50.

**Girls' Championship Medal**

A gold medal will be awarded for the highest number of points in events Nos. 29 to 32 inclusive.

**Junior Boys' and Girls' Track Events**

37. Girls 10: 75 yard dash.
38. Boys 10: 75 yard dash.
39. Girls 10: Three-legged race.
40. Boys 10: Three-legged race.
41. Girls 10: Running broad jump.
42. Boys 10: Running broad jump.
43. Girls 11: 75 yard dash.
44. Boys 11: 75 yard dash.
45. Girls 11: Three-legged race.
46. Boys 11: Three-legged race.
47. Girls 11: Running broad jump.
48. Boys 11: Running broad jump.
49. Girls 12: 75 yard dash.
50. Girls 12: Three-legged race.
51. Girls 12: Running broad jump.

**Juvenile Boys' and Girls' Events**

52. Girls 6: 50 yard dash.
53. Boys 6: 50 yard dash.
54. Girls 6: Hippity hop race.
55. Boys 6: Sack race.
56. Girls 7: 50 yard dash.
57. Boys 7: 50 yard dash.
58. Girls 7: Hippity hop race.
59. Boys 7: Sack race.
60. Girls 8: 75 yard dash.
61. Boys 8: 75 yard dash.
62. Girls 8: Three-legged race.
63. Boys 8: Three-legged race.
64. Girls 9: 75 yard dash.
65. Boys 9: 75 yard dash.
66. Girls 9: Three-legged race.
67. Boys 9: Three-legged race.

Prizes for junior and juvenile boys' and girls' events consist of play or school equipment valued approximately at 75c for 1st, 50c for 2nd and 25c for third.

**DID YOU GET A BLUE TICKET?**

When I came into this particular school I found that the children had become very untidy and careless. I talked, I scolded, I threatened dire disaster, but all with no results, or scarcely any. The bread was thrown upon the shelf uncovered, bread and cake was scattered about the room from teacher's desk to outside doors, desks were in a horrible mess, and books left helter skelter on desk tops at dismissal.

In desperation I decided to appoint traffic cops, for children are interested in automobiles. Making out a series of blue tickets with strings to hang them by, different cops were appointed each week for hall and room. This worked beyond my wildest hopes. Of course after the first day the children forgot, but after they had a ticket and had to return it to the desk before the eyes of the entire school and receive the verdict, a light one for first offence,

and some punishment, such as extra sums or curtailing of some liberty granted to other non-offenders, they were more than careful not to earn the blue ticket the third time.

Now it is a rare thing to have a ticket brought to the desk, and the little scheme has worked out perfectly, half way is patrolled, hats and caps hang primly these days, since law and

order are in force, the room "cops" examine desks to see that they are neatly in order. It often seems that a small device such as this is far more effective than hours of nagging and scolding. If you don't believe it, just try it out.

M. R. Whitmore,  
Prince of Wales S.D.  
Wesla, Man.

### KILLING THE GOPHER

489 Craig St., Winnipeg, Man.  
May 11th, 1928.

Editor,  
Western School Journal,  
Normal School,  
Winnipeg, Man.

Dear Sir:—Not long ago I received for the North Springfield School, particulars of, and a large pamphlet or poster announcing the Provincial "Crow and Gopher Extermination Campaign." Now, while I may personally approve of gopher extermination—the wisdom of crow extermination is open to question. I certainly do not agree with the policy of having such campaigns carried on through the agency of the school.

One of the most difficult of the many "side tasks" of the teacher, at least, I found it so, is teaching the children consideration, kindness and love to animals, especially such unfortunates as squirrels, gophers, snakes and birds. These animals are too often the target of sling-shots, stones or sticks, and the birds suffer in other ways also.

Although some may argue that it is easy to show the children the difference between necessary and humane killing and cruelty to animals, I have not found it so. In practice the children do not seem to distinguish. They seem to reason like this: "We can make money

killing gophers—there's a gopher! Let's kill it." The handiest weapon is a stone—when the gopher pops out of the hole—"Let her fly!"—the gopher probably dies after a time of suffering, which, strange though it may seem, many children seem to enjoy watching. Crows are treated in the same way, the eggs broken, the young dashed to the ground or strangled. Now I am quite aware that many children have the common sense to go at it in a scientific and humane way, but I am sure that it is not so with the majority. It is queer also, but true, that many of the children, once the gopher (or crow) is killed, seem to forget about sending in at the end of the season for the bounties. Perhaps the fact that the killing of these creatures is encouraged serves to them as an excuse for killing them whenever they see them.

I would recommend, then, that such campaigns be carried on through some other agency than the school, or children. Surely the Provincial Government and the farmers interested could do whatever exterminating is necessary, and that, in a more scientific way. I would very much like to hear the opinions of others on this subject, whether agreeable or contrary.

Yours very truly,  
R. T. F. THOMPSON.

### ANSWERS TO INQUIRIES

A. Explain the theory of dividing by factors. How do you find the remainder?

Suppose it is desired to divide 2875

by 12. Take any two factors such as 3 and 4:

$$2875 \div 3 = 958 \text{ and } 1 \text{ over.}$$

$$958 \div 4 = 239 \text{ and } 2 \text{ over.}$$

Now 958 is the number of threes in 2875, and 1 is left over. And 239 is the number of fours, with two threes left over. Therefore the whole remainder is 2 threes and 1 or 7.

The old fashioned way of working this is:

3) 2875

4) 958 — 1

—  
239 — 2

Remainder =  $2 \times 3 + 1 = 7$

—

B. Give a few important short cuts in calculation.

(1) To multiply by 25 add two zeros and divide by 4.

(2) To multiply by 125 add three zeros and divide by 8.

(3) To divide by 25 multiply by 4 and cut off two figures to the right, e.g.,

$$894 \div 25 = 35.76$$

(4) To divide by 125 multiply by 8 and cut off three figures, thus

$$894 \div 125 = 11.175$$

(5) To multiply by numbers up to 99 by 11 add the figures and put their sum in between. If sum is greater than 10 add one to the hundreds figure. Thus  $45 \times 11 = 495$  and  $89 \times 11 = 979$ .

(6) To multiply  $35 \times 35$  increase tens figure by one, and then multiply units by units (25) and tens  $\times$  tens (12) giving as a total 1225. Similarly for  $75 \times 75$  etc. The same rule holds for  $78 \times 72$  where the sum of the units is 10. Similarly  $9\frac{1}{2} \times 9\frac{1}{2} = 9.5 \times 9.5$  which multiplies in same way.

(7) Add numbers 28, 30, 32. Here take three times the middle number.

(8) Multiply  $88 \times 92$ . The answer is  $90 \times 90 - 4 = 8096$ . The explanation is that  $88 \times 92 = 90 + 2 \times 9 - 2 = 90^2 - 4 = 8096$ . Similarly  $87 \times 93 = 90 + 3 \times 90 - 3 = 90^2 - 9$ .

(9) Multiply by  $62\frac{1}{2}$ . This is  $\frac{5}{8}$  of 100, therefor multiply by 500 and divide by 8. The pupil should know all the chief fractional parts of a dollar as  $\frac{1}{8}, \frac{1}{4}, \frac{1}{6}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \frac{3}{8}, \frac{5}{8}, \frac{7}{8}$ .

(10) To multiply  $35 \times 74$ , convert into  $70 \times 37$  and work mentally. This is a fine exercise. Other examples will be  $45 \times 87; 15 \times 272; 17 \times 55$ .

### MAPPING IN CANADA DURING THE PAST CENTURY

Eighth of a series of ten articles on Maps and Mapping prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

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The expansion of the fur trade, the spread of Christianity among the natives and the search for a route to China, were the three main factors operating to further discoveries in the time of New France. With discovery following discovery and with the continued exploration into the new country, succeeding maps began to show Canada more and more, in its main features, as it is today.

In 1763, by the Treaty of Versailles the sovereignty of Canada was ceded to George III. of England, and Canada

became a British possession. But Canada, at that time, was considered to be a strip of land now occupied by the southwestern portion of Quebec and the southern portion of Ontario.

Many maps appeared. The prevailing opinion of the extent of Canada during the period between the Treaty of Versailles and the Act of Confederation sufficiently important to be shown upon maps may be surmised from a map published by a New York map-making concern in 1853. This map is a very fine example of the art and is entitled "Map of Canada East and West". It was issued as one of a series of maps put out by this firm in neat folder covers for sale to the public and is selected merely as an example of maps of that time. It shows Canada East as a portion of the province of Quebec, lying adjacent to the St. Lawrence river, and Canada West, as that portion of

the province of Ontario, lying approximately south of a line drawn from Penetanguishene to Pembroke.

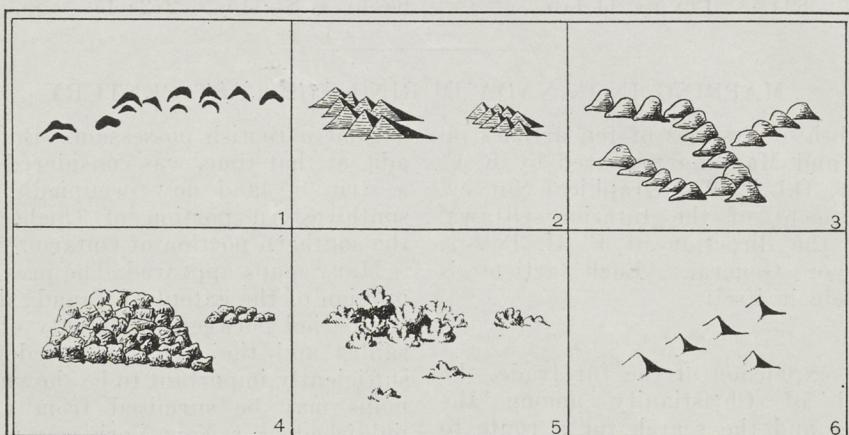
In both cases the north boundary is hazy and indefinite, the northern limits of the counties lying toward the north being for the most part uncompleted, presumably because there was nothing of interest to the map-reader lying beyond.

A study of this map would reveal the state of development of Canada up to that time. The very few towns and villages, the many blank spaces upon the counties that are shown, the very few railroads, all indicate that the country was much more thinly settled than it is at present. The map tells that, according to the census of 1852, the population of the two Canadas, which is given by counties, is 1,842,175. There is no city of Ottawa, but there is a Bytown instead, connected by the Rideau canal to Kingston, and by a single railroad to Prescott and so to the United States. There are no towns and cities and no railroads north from Penetanguishene and Pembroke and, of

tem, and one of the oldest railroads in Canada, is not completed but parts of it are shown as proposed or under construction. We can well look at this map and picture to ourselves just what conditions must have been like in those days and what tremendous advances have been made in our national development in the three-quarters of a century that has since elapsed.

The map itself, as mentioned before, is a very good example of the map-maker's art. From this point alone, apart altogether from the information conveyed, it would be most interesting to anyone who wished to pursue the subject further. Map-making, as with most other pursuits, has made great strides since this map was produced, largely in devices towards eliminating arduous hand labour, and so we cannot help but marvel at the amount of painstaking work entailed in the publication of such a map at that time.

Meantime, the western portion of Canada was becoming more and more known to the fur-trading companies. In the prosecution of this trade, trader-



EARLY METHODS OF SHOWING MOUNTAINS

The early attempts of cartographers to show mountain ranges or elevations generally resulted in some form of representation in which the appearance of the features in perspective was rudely indicated. No. 1 is from an ancient Chinese map of eight centuries ago; No. 2 from an edition of Ptolemy's Geography, 1478; No. 3 from an edition of Ptolemy's Geography, 1513; No. 4 from a map of Africa by Diego Ribero, 1529; No. 5 from a map of Italy by Magini, 1620, and No. 6 is from a map of America by J. Speed, 1629.

course, there is no Canadian Pacific Railway. Even the railroad from Windsor to Montreal, the former main line of the Grand Trunk Railway Sys-

explorers went forth into the unknown lands and the wilderness, some of them with a sufficiently scientific turn of mind to bring back fairly accurate

maps of the country which they traversed. Early Canadian history is replete with the names of such men.

In 1811, the Hudson's Bay Company deeded the district of Assiniboia to Thomas, Earl of Selkirk, and shortly thereafter settlement of the area in the vicinity of Red River commenced. A few years later it was transferred back to the Company but it continued to have a Governor and Council.

By the British North America Act of 1867, provision was made for allowing Rupert's Land and the North Western Territory, or either of them, to be admitted into the Union. By the Rupert's Land Act of 1868, and an Imperial Order-in-Council of 1870, Rupert's Land and the North-west Territories were admitted to the union upon surrender, for a consideration, of their rights in them by the Hudson's Bay Company. In 1870, the province of Manitoba was formed, and in 1905 the provinces of Alberta and Saskatchewan.

Among the many problems that confronted the newly-formed Dominion of Canada at the time of Confederation, one of the most pressing was the necessary preparation to meet the expected demands for settlement upon lands in the Canadian West. This great territory extended in an unbroken expanse across the prairies. Much of it beyond the regular routes of travel was unexplored and all of it was unsurveyed except for an infinitesimal portion laid out into river lots by the Hudson's Bay Company.

To put this land to its fore-ordained use, railways had to span it, roads had to make all parts easily accessible, farm

units had to be laid out, means and methods of administration had to be built up and all the activities that go with our modern civilization had to be taken care of. One very pressing and obvious need was for surveys and maps.

Thus it was that the federal government organization now known as the Topographical Survey, Department of the Interior, came into existence. The development of the Survey was predominantly influenced by the necessity of providing farm units to accommodate immigrants who desired to go on the land. Consequently the energies of the Survey were initially, almost entirely, devoted to executing the cadastral survey and for the time topographical mapping had to take second place.

With this great work now for the most part accomplished, attention of late years has been turned to the task of topographically mapping the country. Upon the organization of the Topographical Survey, Department of the Interior, devolves the task of producing a national topographical map of the country, a well-nigh herculean task when the size of Canada is considered. Towards the furtherance of this work, great assistance is rendered by the topographical mapping of the Geological Survey of Canada and the Geographic Section of the Department of National Defence, which work is carried on to meet the specific requirements of their respective departments. Geographic and economic maps are issued by the Natural Resources Intelligence Service of the Department of the Interior.

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#### FIRST AIDS IN SUMMER

With the advent of hot weather, one's thoughts naturally turn to favored cool locations utilized during previous years, such as the old water hole, or the particular spot on the river or lake where bathing was enjoyed as a relief from the sweltering heat. This desire often results in carelessness as

to over-estimation of one's swimming ability, or inability to gauge the temperature of the water, which frequently has been the cause of fatalities, many of which could have been avoided if persons more generally knew the simple rules of first aid as applied to such emergencies.

Not only in cases of drowning can the knowledge of first aid stand one in good stead. For instance, a matter of about two years ago, some families were holidaying on an island at Kenora, Ont., when it was discovered by several of the boys, who were Scouts, that their pet dog had been monkeying with a porcupine, with the result that it had so many quills in it that it looked like a walking pin-cushion. In order to relieve the dog of its pain, they rushed it over to a doctor on the mainland, who administered chloroform and removed the quills, but with regret proclaimed the dog was dead from an overdose of the anaesthetic. Grief-stricken, the boys removed the dog's body from the physician's office, and on getting it outside started to operate on it by means of artificial respiration. Their efforts were finally rewarded and the dog recovered, and perhaps is still living and enjoying a life of ease far away from its avowed enemy—the porcupine.

It is estimated that no less than 1,500 Boy Scouts in Manitoba are proficient in the art of life-saving, as each first-class Scout has to not only know, but to demonstrate, the principles of resuscitation before qualifying. Another step in the right direction is that of the provincial department of education, through the boys' and girls' clubs, in undertaking to teach first aid to students in Grades VII. and VIII., this year for the first time. It is understood that this course will be given in about 30 rural schools in Manitoba.

Drowning, of course, is the most frequent cause of summer fatalities, but many lives have been saved throughout Canada in recent years by resuscitation, even when hope, in some instances, had almost disappeared. The main things to remember when contemplating swimming or taking a dip is not to go into

the water immediately after eating, not to dive into places where there might be hidden obstructions, not to swim when there is nobody else nearby, and never to take foolish and unnecessary risks.

Keeping your head in a crisis is often the thing that will decide between life and death. Knowing how to resuscitate a person apparently drowned is another valuable thing. The pressure method, now taught by leading life-saving organizations, is one of the best and simplest.

In using this method the patient is laid face downward. Straddle the body, facing the head, with your feet opposite the hips. Lean forward, clasp hands under his abdomen, and straighten up, lifting the middle of the patient's body from the ground several times. This will make the water run from the patient's mouth and nose.

Then lay the patient on his abdomen, one arm extended overhead, the other bent at the elbow and supporting the side of the head so that the mouth and nose are free to breathe. Then kneel, straddling the patient's hip bones, and place the palms of your hands on the small of his back with the fingers over his lower ribs. With your arms straight, swing forward slowly, so that your weight is thrown gently on the patient. Count "one, two" as you do this. Then on "three," swing backward immediately to suddenly remove the weight from the patient. Count "four, five" to rest, and repeat, going through the motion above twelve times a minute. Keep time with your own breathing.

The method has brought persons back to life after they have apparently drowned. Don't give up—work four hours if necessary, not stopping until breathing is restored or the body stiffens.





## DEPARTMENT OF THE

*Manitoba Educational Association*

*H. J. RUSSELL, F.C.I., Secretary  
255 Machray Avenue, Winnipeg, Man.*

*J. B. WALLIS, B.A.  
President*

## DR. ALEXANDER McINTYRE SCHOLARSHIP FUND

The following letter is being mailed to all teachers in the province; it is hoped that an immediate and generous response will result:

Dear Sir or Madam:

At the 23rd Annual Convention of the Manitoba Educational Association, the following resolution was passed unanimously:

"That the teachers of the Province endeavor to collect \$3,000.00 to be known as The Dr. Alexander McIntyre Scholarship Fund for the purpose of aiding deserving students in obtaining professional standing.

"That the Executive of the M.E.A. be asked to appoint a committee to solicit and to arrange for the collection of this fund.

"That in the meantime donations be received by Mr. H. J. Russell, Secretary of the M.E.A."

At a subsequent meeting of the Executive, the following members were appointed to carry out the wish of the Association: Mr. J. B. Wallis, President; Dr. R. Fletcher, Past President; Mr. H. J. Russell, Secretary.

Your Committee duly met to consider this important matter and recommends that immediate action be taken by Manitoba teachers to ensure the complete and prompt collection of the amount necessary.

It is believed that all teachers will want to share in this tribute to the memory of a leader in education who for thirty years or more labored faithfully that boys and girls and men and women might have life more abundantly.

In order that as many as possible may share in this memorial, your Committee suggests that each teacher should contribute one dollar. Larger

subscriptions will be welcomed from any who for special reasons may wish to increase the sum mentioned but if the total can be raised by small contributions from many members, the purpose of this effort will be realized more fully.

To save expense, receipts will not be mailed but a record of all amounts received will be kept and audited. A trust fund will be established, and the names of contributors (but not the amounts) will be published from time to time in the educational journals.

By appointing a staff representative to make collections, and by sending the sum collected, with a list of names attached, school principals will provide aid that will be much appreciated by the Committee.

As the cost of printing and of mailing letters to all the teachers in Manitoba is considerable, it is sincerely hoped that this one letter may be sufficient and that teachers will make the fund an immediate and notable success by mailing their subscriptions at once.

Yours faithfully,

J. B. Wallis, President,  
R. Fletcher, Past President,  
H. J. Russell, Secretary.

Please Mail this to-day.

The Dr. Alexander McIntyre Scholarship Fund.

To H. J. Russell, Secretary,  
Manitoba Educational Association,  
255 Machray Avenue,  
Winnipeg.

I wish to share in the formation of this Fund and to this end I enclose the sum of.....

Name.....

Postal Address.....

## "ONE TEACHER—MANY GRADES—A SUGGESTED SOLUTION FOR GRADES VIII to XI"

An M.E.A. Address by F. H. Brooks, B.A., Winnipeg.

Mr. Chairman, Fellow Teachers:

Probably one of the biggest problems of our Western system of education is that of the one teacher attempting to teach all the subjects to many grades. The demand for secondary education has intensified the difficulty. I think you will agree that the first duty of a teacher in any one room school should be the efficient fulfillment of the present minimum state education comprising grades one to eight.

I am not going to offer at this time any suggestion for teaching these eight grades in one room by one teacher but to confine myself to the problem of teaching all the subjects of grades eight to eleven inclusive.

My suggested solution is based upon the well known Dalton Plan.—Let me say at the outset that the Dalton Plan was not devised to meet the problem under discussion. That it happens to do so is incidental to its main purpose. During my own experience in facing the difficulty of efficiently teaching many subjects to many grades I evolved a plan similar to the Dalton Plan but with an entirely different object in view and the net result of my experience is that the Dalton Plan will give us all the advantages claimed for it by its authors and in addition go a long way towards solving our present problem. I have discussed the matter with several leading educationists in the Province and found them inclined to agree with me.

Before I detail my suggested plan, let us assume that our modern democracy demands equal educational opportunities for all, irrespective of condition or location. Now it is obviously impossible for the rural population to attend large collegiates efficiently staffed by specialists. Hence it follows that some other means must be found to put the rural student on an equal footing with his fellows in the city, and I am going to suggest how that can be done.

Owing to the short time at my disposal I must do so in the barest outline,

leaving you, as teachers, to think it over and fill in many details.

A few words are necessary about the Dalton Plan which I trust you have studied or will study in detail. It aims to get away from our present lock step system of instruction and allows the student to assume responsibility for his own progress. Although the inception of the Dalton Plan occurred in a one room school the system in its matured form has been tried only in the larger schools in England and America, emphasis being placed upon its superiority of educational method rather than upon its possibility as a solution to the problem under present discussion. There is no time table. During school hours the student studies each subject as long and when he wishes provided he fulfills a given assignment of work in a given period.

The chief objection raised to the Dalton Plan even when used in a well staffed school is the extra amount of work entailed by the teacher in the preparation of these assignments. Now our problem is not to increase the work of the teacher of many grades but to lessen it.

Therefore in adopting this plan to our problem I would have these assignments of work in each subject drawn up by specialists approved by the Department of Education and sufficient numbers sent to each school to provide each student with copies as required. By doing this the teacher of many grades would be relieved of the heaviest part of the work involved in the Dalton Plan and the Department would be making a definite step forward in equalizing the opportunities of the rural and city students. Do not imagine that this would take away all initiative and originality from the rural teacher and result in mass production on the Ford car system. A study of the Dalton Plan will convince you that the personality of the teacher is the biggest single factor making for success. Incidentally the City of Win-

nipeg at present provides such outlines for teachers only, for use in Grade VIII. Although it might be preferable for teachers to draw up their own assignments, remember our problem is to find a practical method of giving efficient instruction in these grades under rural conditions. Under the present system the teacher has not the time nor the universal collection of qualifications necessary to do it. You cannot expect a specialist in a dozen subjects for fifteen to eighteen hundred dollars a year and I think such specialists would be hard to obtain at any figure.

These assignments or outlines would be based on the authorized texts in possession of the students, making direct reference to such texts and in addition giving detailed references to books to be kept in the school library. The student would be told by an expert what and how to study—with simplification, amplification and suggestions on tackling problems where necessary including a measure of self correction and self criticism in such subjects as mathematics. For example in algebraical equations several groups of different types would be given. These the student would correct from answers supplied, with instructions to work an additional group of any type he had not succeeded in getting at least 80 per cent. correct.

Each assignment would include a certain amount of written work to be done in a note book replacing the present objectionable system of dictated notes. The student would make his own notes along the lines indicated in the assignment. These note books need not be marked in detail but sufficiently to ensure their being done, but them **must** be checked **regularly**. I have found a rubber signature stamp very useful for this purpose.

The assignments would be elastic, providing a minimum of work but allowing for more intensive study by brighter students. Tests on each assignment would be provided to the teacher with keys for quick marking. These tests would involve short answers only, except in Composition, but be of a

nature which would require a thorough knowledge of the work covered.

These tests would take the place of the present oral questioning which usually concentrates itself on the brighter students and leaves the lazy ones to sleep. The total amount of such correction, properly handled, would be no more, probably less, than that now attempted by many teachers and there would be more time to do it in.

Only on the satisfactory completion of an assignment would the student be allowed to go on with the next. Incidentally the question of homework would be taken from the teacher's hands. Only the slower students would find it necessary to do any. The minimum work required in each assignment would be such that any normal student could accomplish with proper application. Students coming in late in the Fall or absent at any time would not miss any part of the course. We all know the problem such students present.

Each student would be provided with a graph chart on which his progress in each subject would be recorded.

	John Black, Grade X.	Sept.	Oct.	Nov., etc.
History	-----	-----	-----	-----
Algebra	-----	-----	-----	-----
Science I	-----	-----	-----	-----
Science II	-----	-----	-----	-----

This chart shows a weekly assignment system. On October 31st we find John Black is a week ahead in History, two weeks in Science I, and a week behind in Algebra. He must spend more time on Algebra. The teacher would see that this was done.

The teacher would keep a large combined chart of each grade hung on the wall. Comparison of results would stimulate effort.

The year's work in each subject would be covered in about thirty weekly assignments, thus allowing time for review, term examinations and some class work if desired, etc.

Definite class periods, the frequency varying with the subject, but certainly

not more than one a week, for discussion or performance of major experiments in science are included in the system. Attendance at these classes would not be compulsory. Brilliant students would not need them. In addition the teacher would be available for consultation at any time. A word of warning here. With properly prepared assignments and facilities for study very little reference to teacher is necessary. Some students will talk a teacher's head off for the sake of talking. Slackness in this respect will bring the whole scheme to nought.

Time will not permit me to detail the many advantages claimed by the Dalton Plan. They will be self apparent to all educationists and you who

wish to study them in detail should read "Education on the Dalton Plan," by Helen Parkhurst.

Many objections and difficulties can be raised but none I think that cannot be overcome by forethought and experiment.

The two outstanding advantages with which we are concerned are: First—the system offers a solution of the problem of one teacher with many grades attempting high school work giving an education as thorough as that now obtained in the large collegiates.

Second—I believe it approximates more closely to the ideal education than any other system—the formation of character through self achievement.

#### SUMMER SCHOOL—TEACHERS' COURSE

The following time table for First Class Professional Courses has been arranged.

##### **First and Second Weeks of July**

###### PART A.

9—10. Progressive Methods.—W. A. Cowperthwaite.

10—11. Tests and Measurements.—H. McIntosh.

11—12. Psychology.—Prof. Wright.

###### PART B.

9—10. Principles of Secondary Education.—H. McIntyre.

10—11. English.—W. A. Cowperthwaite.

##### **Third and Fourth Weeks of July**

###### PART A

9—10. History of Education.—W. A. McIntyre.

10—11. Philosophy of Education.—W. A. McIntyre.

11—12. Psychology.—Prof. Wright.

###### PART B.

9—10. Teaching of History.—S. J. Dunlop.

## Rural School Section

#### RURAL SCHOOL PROJECTS

(Continued from Last Issue.)

It is easy enough to interest the girls, but once you get a hold of the boys they will not stop school just as soon as the law allows, but will continue and make good use of their time as well.

I expect to be ready for the boys this spring and am collecting and saving all the material I can for the kite season. Box kites for the larger boys, fancy kites for the girls, all sorts

and kinds of kites. That will occupy them for many days, to say nothing of the fun of flying the kites once they are completed.

When garden time comes I plan to give them each a letter of their own, as many school districts do, and make the name of our school district in great letters across the yard. Fortunately my attendance is very large, as is the

name of the school district, so there will be plenty of work for all of them, and in doing this way they vie with each other in having their letter the best one in the whole name. Water is carried in time of drought, and the letters are cultivated often and well so keen is the interest.

I cannot help but think how differently the schools are carried on now than in the days of our grandmothers. Then "projects" were not considered. If the boys were mischievous the rod was applied often and long. Now, in southern California one goes into rural schools that are as sunny and carefully kept as homes, canaries in bright colored cages sing merrily,

children study sitting on the floor if they fancy, or at any of the tables scattered around so informally. There will be a class in weaving, in one corner, a reading class will be in process, even though the canaries seem to be trying to outsing the birds in the trees outside, everyone seems contented and happy, there is none of the old stiff desks, or stiffer constraint on the part of the little pupils, one would really enjoy going to such a school. So while we rural teachers of Canada are not yet to the point where we can use the method of "Free Play," yet we can make the boys and girls so interested by means of Projects that they will enjoy school.

#### REPLIES TO CORRESPONDENTS

**Binsearth.**—What should be done when a pupil who failed badly on entrance last year, at another school and is unprepared this year, wishes to write?

**Answer**—Any pupil who wrote last year and who attended for the current year with a fair degree of regularity, has in our opinion, earned the right to try again. Some teacher considered him ready last year; and he could not be rejected this year without contending that the pupil had deteriorated as a result of this year's teaching. It might be well to talk the matter over frankly but kindly with the parents; then if they wish to risk the fee, let the boy write.

**Virden.**—We are sorry that part of our material was crowded out last issue; and the reply to your letter greatly abbreviated. You will find Silent Reading dealt with in the January number, Rural Section; also on page 343, November, 1927 (Elementary Section).

**Decker.**—What improvement in Silent Reading and number is it reasonable to expect with each rise in grade?

**Answer**—In silent reading the scores of 1324 pupils on our own six-test comprehension measure show an increase in Grades III. to VI. as follows: im-

provement of IV. over III 19%; V. over IV. 30%; VI. over V. 12%.

This test however is a very graduated one with six different types of problem, and a time limit for each. The progress on a given reading (fact getting), will depend on the stage of difficulty; and on the time limit allowed. Our graduated series gives a percentage of improvement corresponding closely with the figures given above. These we believe set a reasonable standard.

In regard to pure number, it is almost impossible to set a standard for Grade II., owing to the extremely wide spread in age and system of grading. In no other grade is an objective standard so badly needed. We find however, that a reasonable and practical Grade III. standard for addition, subtraction, and multiplication (by one digit multiplier), will show a 35% improvement over Grade II., but so many of Grade II. have not learned division that no standard can be set which will be generally applicable.

Grade IV. shows a 20% improvement over Grade III. as an average in addition and subtraction, an improvement of 24% in multiplication and 29% in division. These are speed tests, but the accuracy tests are nearly identical.

Grade V. shows only 12% over Grade IV. in addition, subtraction, multiplication and (one digit divisor) division. They show an increase of speed in division alone of 21%. We have not sufficient figures for the upper grades to suggest a standard.

Rapid City.—For our views on homework see October number, 1927, page 298. We are of the same opinion still.

Brandon.—Yes, we are convinced that children differ as greatly in mental as in physical stature and growth. We agree that the failure to take this into consideration in grading and promotions, has kept the average school running at about 50% efficiency. Instead of Junior and Senior II., Junior and Senior III. etc., we believe each grade would do better as Grade II. X and Grade II. Q, or if preferred the "wolves" and the "tigers"—any classification avoiding any suggestion of superiority, but really based, in the teacher's mind, on rapidity of progress, all those who learn readily should go together, and all those who learn slowly should be classed together, irrespective of whether they "have studied to page 50" or not. Intelligence is a better basis of classification than the number of facts mastered.

Yet with all this agreement, we cannot enter again into a discussion of bright and defective children. We would refer you among others to November number, page 347, December number, page 384. The books which will help your problem best are Ferman's "Intelligence of School Children," Whipples' "Classes for Gifted Children," Pyle's "Science of Human Nature"; published respectively by Houghton Mifflin, Public School Pub. Co., and Warwick and York.

Elphinstone.—When would you begin problems in arithmetic.

Answer—From the beginning. Most of Grade I work should be problems—real problems concerning the daily life of the pupils, the whole school course in arithmetic is badly marred by the general custom of devoting so much

time to abstract number and so little to practical application. The most interesting and effective way to apply problems apart from those arising out of daily experience, may be illustrated as follows:

(a) What can you buy at the store for five cents? (Pencil, scribbler, ice cream cone.)

(b) What can you buy for ten cents? (Ball, dish of ice cream, box of crayons.)

The teacher notes these down on the board and also perhaps the 15c articles, according to the standing of the pupils. On this data questions are framed such as:

1. What will a pencil and a ball cost?
2. I have 15c and buy a dish of ice cream; how much money is left?
3. What will three scribblers cost?
4. How many boxes of crayons can I buy for 30c?

These questions may be carried up to the limit of the pupils ability; sometimes the teacher propounds the questions; sometimes the pupils prepare lists of questions.

Pupils can get number drill working problems as well as by going through barren "processes."

### Summer Vacation

Almost before we know it, vacation will be here again. May it be a pleasant one to you. But is it to be a vacation for growth or stagnation? Have you some hobby to indulge, some research or experiment to undertake, some worth-while journey to make, which will give you a more comprehensive or balanced view of life and that world which it is your principal function to interpret to your pupils.

Wherever you go, whatever you do, we trust that you may not only enjoy and profit by the experience, but also that you may somehow catch the cream, the essence, the aroma, of its adventure and bring it back to enrich the often meagre lives of the boys and girls of the rural school.

—G.W.B.



## Trustees' Section

### Selecting a Teacher

It is very natural for men to take the very easiest way to attain their ends. The easiest way for trustees to secure teachers is to put an advertisement in the press or to communicate with the Teachers' Bureau.

The bureau is now pretty well organized and can give fairly reliable information with regard to applicants. Moreover, it knows something about the needs of the various school districts.

When applications are made directly to the school boards the judgment of the trustees must be based on the form and wording of the applications, the nature of the testimonials enclosed and sometimes hearsay evidence. Now, there is some wisdom in measuring a teacher's ability by the nature and form of the application. One who is inaccurate and slovenly in a business letter is likely to be the same in other things. Yet the fact that one's penmanship is not good, is not in itself an indication that he will be an inefficient teacher, nor is the fact that one misspells a word a proof that he is habitually careless.

Nor are testimonials to be considered too seriously. A testimonial is at best a blind recommendation. The one who gives it, speaks in general terms. A teacher may be very worthy but not suited to a particular school. The only man who can give a testimonial worth considering is one who knows the school and the applicant both.

What then are trustees to do? They should, in advertising their need, give all the information they can to applicants and others. This would include size of school, number of classes, type of building, boarding-house accommo-

dation, distance from neighboring town; peculiar conditions in the district, such as nationality of the children, special abilities demanded on the teacher, and finally salary to be paid. They could then expect that testimonials sent should have some relation to the work to be done. There are hundreds of excellent teachers in Manitoba who would be comparatively useless in the schools of the New Canadians. There are others who are particularly useful here, though of quite ordinary ability in the school of English speaking children.

When trustees have read the letters of application they should accept the teacher which on the whole seems to give the best promise. It is a mistake to think first of all in terms of reading, writing and arithmetic. There are circumstances in which the teaching of these will be of secondary importance. It may be that when home influence is weak the securing of a teacher who has strong moral convictions and power of leadership is most essential. It may be that in other districts one who can teach the practical arts (home making) is to be desired. It may be that if people, old and young, are wasting their leisure time, a teacher who will show them how to best occupy it will be a God-send. A teacher may be useful in one place and a failure in another. More than this, it may pay to get a teacher who will supply what the district lacks; it will be poor policy to get one who attempts to teach what the father's and mother's can teach much better. This is another way of saying that teachers on presenting their applications should be asked to give as fully as possible their qualifications. The

Trustees' Association might do well to make out a schedule for their own guidance and the guidance of applicants.

### Teacher and Trustee

In some things teachers and trustees must act co-operatively. In other cases duty is divided, and each should recognize the independence and the service of the other.

In general, the teacher is appointed to direct the work of the schoolroom. The trustee may take note of what she does, may have opinions as to the effectiveness of instruction, and may even offer suggestions, but the teacher alone can do the teaching.

It is parallel to the running of a home. The husband may have opinions with regard to the wife's cooking, may think he can do it better himself, may indeed wish that he had never married such a wife, but with his own duties to perform every day he must accept the situation with as good grace as he can. Needless to say the average wife has more reason for complaint than the husband.

A wife may even rightly complain that household affairs are unsatisfactory because the husband will not furnish proper appliances and materials. So too, a teacher may have reason to complain that she could do better work were the trustees to provide the school with the equipment and conveniences necessary to instruction.

The duty of the trustee includes arranging for finances, upkeep of building equipment, caretaking, care of grounds. He should also visit the school from time to time, make certain that it is comfortable for the children. He should think of everyone of them as if they were his own.

More than this he should be the best friend of the teacher. If she has troubles with rebellious pupils, who are from homes lacking in order and discipline, he must as a man and official come to her assistance. If the organization of a parent-teacher society will help education in his district he must be the first to help. If homes require

libraries and other aids he must be sympathetic. He must be first to assist in school fairs, and school examinations. He must in short be educational leader in his district. If he is not ready to be this he should resign. He is elected to be a positive helpful force not to be an obstructionist. There are good trustees in plenty in Manitoba. Let the poorest pattern after the best.

### The British System

It was with great interest that I read in the May issue of the Western School Journal, the article entitled, "The British System," by Mr. M. J. Stanbridge.

I am an English-trained teacher, and at the time of my apprenticeship it was necessary, after the age of fourteen, to pass at least two years in High School, followed by two years as a Pupil Teacher, before entering a training college for another period of two years. This meant a full six years of special preparation; and no one was qualified, under the age of twenty, to take entire charge of a class or of a one-roomed school.

As practically all the teachers belonged to the unwealthy class, it meant a decided monetary struggle. I was fortunate enough to have won a bursary, which not only gave me free education in the High School, but a small sum (I believe £20) besides. The final period, spent in residence at the Training College, was the most difficult to finance; but the Education Department helped in this by paying half the fees for the two years, on condition that we signed a contract to teach in the British Empire for five years after completing the course. I mention all this because the succeeding article in your Journal on "The Manitoba System," which system seems comparatively so easy on the pocket, says, "Further demands might make teaching like medicine, a profession into which only the well to do could enter."

On leaving college, I came straight out to Canada, and was very fortunate in being appointed immediately to the

Winnipeg School Staff. I learned almost at once, really because of a slight feeling of jealousy, or shall I say sense of injustice on the part of a fellow teacher, that no Manitoba-trained teacher was ever taken on the City staff until she had had a year's experience in a country school; she thought it unfair, and I rather sympathised with her, that partiality should be shown to English-trained teachers. However, apparently the more thorough training was recognized by the authorities in Winnipeg, for other cases similar to mine became known to me later.

Now, here is the thorn in the flesh: if all this is true, if our English training is superior to that of the Manitoba teacher, why can we only get a second class certificate, instead of a first, on the strength of our English parchment?

After having been in Winnipeg for several years, I wrote to the British Columbia Department of Education, as I thought of going there for a year, if I could get leave of absence from the Winnipeg School Board. From British Columbia I received a First Class Certificate on the strength of my English Certificate and on payment of five dollars. However, circumstances arose which prevented my going, but I hold my First Class B.C. Certificate, nevertheless.

I have taught for eighteen years in Manitoba, and have signed my various school reports year after year; but every time I write "Second Class" after my name, it is with a slight pang

of humiliation and a little feeling of rebellion against an easily remediable injustice.

—A Manitoba Teacher.

The Editor, Western School Journal,  
Winnipeg.

Angusville, Man., May 26, 1928

Dear Sir:

The following is an account of our Empire Day program, and I thought it might be interesting to others:

The children of St. Mary's School spent an interesting Empire Day carrying out their work in pageant form.

Each child for the whole period adopted a name and represented a country of the Empire. Then each went on a trip to England and was granted an audience with the King in Buckingham Palace. Edward Minshull, as the King, graciously listened to each child speak on his country. I. Minshull entered as Miss Canada; R. Corley from South Africa; T. Kalinuk from New Zealand; A. Kalinuk from Australia; G. Voke from India; the smaller children from the islands, and M. Kalinuk from the League of Nations. W. Voke read on how we should help our Empire.

Then as the King rose and read, "Children of the Empire, you are Brothers All," they clasped hands around him.

The children entered into the spirit of it and ended a happy time with patriotic songs.

Yours sincerely,  
M. BELL, Teacher.

## Junior Red Cross

Any movement that claims to aid in establishing good health in the schools should be supported by those who are interested in education. For, after all, what phase of school life is more important? Health is undoubtedly the basis of education.

Further, it is neither the school, nor the parents even, nor the State that can give good health to the child—it

is the child that must care for and build up his own health. In order to do this he must understand the object to be achieved and must have the desire to do his part to achieve it. Consequently education through good health is, in a large measure, much more a matter of educating the will than of imparting theory. For this reason theoretical instruction in

hygiene has failed everywhere. If the will is in harmony with the rules of health, a complete change in habits can be effected; it is just this that the Junior Red Cross effects with the help of its wonderful enthusiasm. In the foreground is the ideal of service to

a crippled child—an ideal of service that can only be realised in the atmosphere of the most perfect health imaginable.

This is a combination of the ideal and the practical that must commend itself to every teacher.

## Health Department

### Health Prayer Found in English Cathedral

In the quaint little town of Chester, Cheshire county, England, the following health prayer was found on the walls of an old cathedral, according to the National Dairy Council.

Give me a good digestion, Lord,

And also something to digest,

Give me a healthy body, Lord,

And sense to keep it at its best.

Give me a healthy mind, good Lord,

To keep the good and pure in sight  
Which seeing sin is not appalled

But finds a way to set it right.

Give me a mind that is not bored,

That does not whimper, whine or sigh.

Don't let me worry over much

About the fussy thing called I.

Give me a sense of humor, Lord,

Give me the grace to see a joke.

To get some happiness from life

And pass it on to other folk.

### Health Habit Chart

A health habit chart that pupils have found interesting has been adopted by Grades V. to VII., in the Eden school.

Miss G. E. Gardner has each child draft his own chart, ruling spaces for each day of the month, for each health habit, according to the Health Habit Leaflet which is given to each boy and girl, and a column is also ruled for the total number of health rules kept.

The health habits are read out according to number the following morning by the teacher for the previous day, and the pupils mark conscientiously the

health habits they have observed for that day, and so on for the month.

At the end of the month the charts are collected, and graded according to neatness and the grand total. A prize is presented for the best.

### A New Way to Teach Children Food Values

"A Nebraska kindergarten has a new device to teach children food values. The teacher cuts out advertisements of all kinds of pictures of foods; good, bad and indifferent, and places them on a long table. Then she gives each child a little wooden plate and tells him to select a meal. After the children take their selections to their little tables the teacher goes around and discusses each meal, as to the proper food and the amount of the various things selected that he is to eat. The children consider it great fun."

Health News.

### Mental Hygiene Project Making Sunshine

A class room on the northwest side of the building received no sunlight during school. The children made this discovery while discussing the value of sunlight. One pupil suggested that the class make its own sunshine.

The following ways and means for the solution of this problem were suggested and finally adopted:

#### Making Our Own Sunshine

"We live five hours a day in the class room. Why not make it a happy place to live in? We can do this if—

1. We keep ourselves clean and cheerful.
2. We keep the room clean.
3. We keep busy, alert and always on the job.
4. We can be trusted whether the teacher is watching or not watching us.
5. We keep bright flowers and plants.
6. We put up bright pictures.
7. We are courteous to everyone.

A group of children were chosen to see that the regulations imposed by the members were carried out. Each morning reports were made indicating the progress of making sunshine.

One item troubled the children. They wanted plants, but there was no place to keep them, the window sills being unusually narrow. Finally one boy solved the problem by bringing in a cheese box. It just fitted. The other children followed suit and in a few days enough small wooden boxes appeared to fill six window sills. Holes were bored and rests fastened so that they would not stand flush with the sill. The teacher in sheet metal work had his class make tiny trays in which to set the plant boxes so that the water would not destroy the finish of the window sill.

Wax begonias, ferns and wandering Jew were chosen because these plants were hardy and required little sun. The result was very attractive and the children were delighted with their workmanship.

Extra curricula activities often take the teacher from the room. Children carry on the program. Rehearsals for a play are now in progress and the teacher comes and goes.

Acts of courtesy are reported at meetings of the Citizenship Club; these may be acts of courtesy witnessed or performed.

Cheerfulness pervades. Incidents which might involve a disagreeable situation are frankly discussed. Sometimes the humor of the situation is apparent and then "sunshine" wins. —Bulletin National Tuberculosis Association.

Too much stress cannot be placed on the importance of physical examinations for school children. There is much to be criticised in a system which permits a child to be admitted to school on reaching a certain age in life irrespective of his physical or mental condition. As a means of stimulating the intellectual performance of hundreds of children to be educated at public expense, a health promotion is a striking measure of economic importance.—Wisconsin Health Bulletin.

#### **Schools for Hard-of-Hearing Children, Berlin**

Berlin now has six fully equipped schools for "very hard-of-hearing" children entirely separate from schools for the deaf, and a seventh school is in course of construction. Instruction in speech reading and articulation are given special emphasis, and the intermediate and upper grades follow the curriculum of the schools for normal children. Vocational schools for the hard-of-hearing supplement the training, and the graduates as a rule adjust themselves successfully to the demands of ordinary life and do not require further social care. The present schools accommodate 410 pupils, but it is estimated there are in the city at least twice as many children needing this type of instruction.

#### **Open Air Schools in Montevideo**

The capital of Uruguay has three open-air schools, situated in parks in the outskirts of the city, for the accommodation of 600 children needing special care because of malnutrition or incipient tuberculosis. The children take rest periods, are given nourishing meals, and have their lessons, all in the open air, where they spend six to eight hours a day, summer and winter.

"Games and Equipment for Small Rural Schools," is the title of an excellent bulletin, Physical Education Series, No. 8, published by the Bureau of Education, Department of the Interior, Washington, D.C.

# Children's Page

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## Rain in the Night

Raining, raining,  
All night long;  
Sometimes loud, sometimes soft,  
Just like a song.

There'll be rivers in the gutters  
And lakes along the street,  
It will make our lazy kitty  
Wash his little dirty feet.

The roses will wear diamonds  
Like kings and queens at court;  
But the pansies all get muddy  
Because they are so short.

I'll sail my boat to-morrow  
In wonderful new places,  
But first I'll take my watering-pot  
And wash the pansies faces.

—Amelia Josephine Burr.

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## THE EDITOR'S CHAT

Dear Boys and Girls:—

"Over the hills and far away" you will soon be wandering for very close to us are those magic days, the very sound of whose name is wonderful to us—holidays. All the world around you is waiting for this time to present you with gifts. The gifts are many and so beautiful that no words of mine can describe them. How would you like to be presented with a pasture field of wild strawberries? The shade of trees and the perfume of wild roses? How would you like an orchestra of bird songs with all the crickets playing their fiddles and the grass hoppers their cellos? Would you enjoy a few sunsets such as may be seen nowhere else in the world? And for good measure a few sunrises with all the world turning from gray to gold and rose like a fairy pantomime? And how about a clover field with the sun on it, and the perfume from new mown hay?

You cannot buy perfumes like these. And then the garden has gifts for you. Crisp lettuce, crunchy radishes, crimson rich tomatoes, sour-sweet currants, delicious raspberries, sun warmed strawberries. And how would this lucky person (who is you), enjoy a bouquet of the rarest flowers as fine as that of any prince? The garden will give you these too, with colors that no man can copy even in the world's finest materials. Perhaps you are very lucky and can go away for part of your holidays, to a lake where you may swim, or to a city where you may see many interesting things, or through great mountain scenes, or across the ocean—but if like most of us, you stay at home for the long two months, you will find all these gifts just for the looking, and it is a queer person indeed who will not take the trouble to open their eyes to find a present! Are you going to accept these gifts and enjoy them?

All that is necessary is for you to open your eyes, hold out your hands, and listen, and you will be happy.

Lots of people go through the world without taking these gifts, or they take them and can't see them. Don't be like that, it's so dull and gray and drab. Wake up that living thing in you which is called "imagination" and with the gifts that are at hand, let your fancy lead you on long journeys.

What could be lovelier on a hot afternoon than a book under the shade of a tree. You read awhile and then stop to listen, because the world is so full of many sounds, tiny and sweet; then you read again and people the garden or the woods around you with the knights and ladies the dragons and fairies and girls and boys of your story. Then look up into the heart of the tree under which you are lying and you can imagine yourself in a green world, of flutter and coolness where birds make their homes. The afternoon will be gone, in a flash as you go travelling through many worlds with the imagination that is all the wealth that is needed by poets, writers and painters.

And so with this wealth that is imagination, and with the gifts that nature has brought you, I leave you to the happiest holiday of your lives—and may you all come back to work keener, brighter, and above all happier than when you started over the hills and far away to the land of holidays.

### **Flowers in Summer**

Do you know that the Japanese were the people who first taught us how to arrange flowers? They are artists these little people of the flowery kingdom, and they showed us that beauty is not in quantity but in arrangement—a few flowers are much more lovely when each one stands out in beauty than many crowded together. Remember this when you are arranging the flowers in your house this summer. A few sweet peas with green carrot tops or mignonette loosely arranged in a bowl, low and if possible with one of those glass things full of little holes

in the centre of it, make a lovely table centre. Pansies just floating in water, or in tiny jars so that each face shows, are at their best; nasturtiums with their own leaves are gorgeous if they are not crowded, and petunias will sweeten and brighten any room, and should be picked with long stems and enough of their own green for beauty.

### **Summer Bugbears**

The dictionary says that a bugbear is a dreaded event. I think it's an interesting word don't you? Someone just invented it because they didn't like bugs and were afraid of bears. But I don't think bugbears are interesting at least not the kind I'm thinking of. One of them is that old enemy. "The Boy That Robs Birds Nests." Thank goodness he is now nearly out of business; the boy scouts have settled him, for you can't be a scout and learn about birds and then rob their happy homes and bring ruin and sorrow to them. Birds are among our most useful and delightful citizens. Where would our gardens and wheat fields be if the birds didn't eat the enemy bugs? What would we do without our bird songs in fields and woods? If there are any bugbears with this horrid name "The Boy Who Robs Birds Nests" in your neighborhood, see that you teach him better than that.

There is another bugbear too, this one has long arms like an octopus that wind around the victim and squeeze him to death, or take all the food and leave him to starve to death, and the name of this bugbear is weeds. You all know how to fight him. Don't let him get ahead of you in the garden or he will choke all your flowers and fruits to death.

The third bugbear we will mention is also a hideous thing, he has great eyes like motor lamps, only more wonderful, for they can turn and see every way. He has ugly hairy feet on which he gathers up germs, and he visits all the dirt he can find and then quietly comes to visit in your home, and bring with him disease and pain and sorrow.

This dreadful visitor is the harmless looking housefly. But don't let him fool you, he is summer's greatest bugbear and one of the greatest enemies we have, keep him out of your homes and schools, and if he gets in, kill him. Don't leave decaying things where he can get at them, and never if you want to be clean and healthy let the hideous fly get at your food.

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### Will You Be The One to Put The Fire Out?

The time for picnics has begun. Soon you will be out with your baskets and bags under the trees making merry. Some one will build an Indian fire (do you know how to do that with tiny twigs, laid criss-cross on each other, then larger and larger and larger twigs added until you have quite a good fire?) with stones all around it. The kettle will be hung on a forked stick, the potatoes put to roast on the stones, and the smell of frying bacon will fill the air and make you as hungry as hunters. BUT remember—as soon as your cooking is over PUT OUT YOUR FIRE. You have enjoyed your day in the woods, do you want to leave nothing but ruin behind you? I know you don't, but if you are careless it is quite likely that not only will the wood be destroyed but perhaps homes and even lives. If there is even one sensible boy or girl in each party who remembers to see that not only is the fire out, but that it is covered with sand or water to make quite sure that no breezes will fan it into life then the country will be safe. WILL YOU BE THE ONE TO PUT THE FIRE OUT?

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### What Are You Going to do With The Holidays?

I suppose most of you will answer to that, "Have a good time," and so I hope you will, but you know the kind of feeling that comes over you every

now and then that you want something to do. I remember once when I was about fifteen, I went to stay at my grandfather's. I thought it would be wonderful to have nothing to do but lie under a tree all day and read and go to parties. Well, I'll tell you something, at the end of a week I was so tired of doing nothing that I mowed the lawn and tidied the china cupboard, because I wanted to! Isn't that the way you get too? Of course you can always find bugbear weeds to fight, vases to fill, the baby to mind, wood to chop, bird houses to make, the garden to rake, but if you want something to play how about getting the neighbors together and getting up a play? You can use any story you all know and like and make a play of it. You can take a little bit of history, a poem you like, one of the fairy stories, like Cinderella, or a story from one of the library books and make a play yourselves, and give it on someone's verandah or lawn. Every one will love to come and you will have a lot of fun. I once saw a famous English Company, "The Ben Greet Players," put on Shakespeare's "As You Like It," under the trees in a garden, and it was lovely there were no curtains or lights or stage and the audience had burning punk sticks to keep off the mosquitoes, but even so it was lovely.

The players just appeared from behind a tree or a bush and played naturally as they did in the olden days

Then another thing you can do is to make up "nosegays" for the hospital. I like that old fashioned word don't you? Just have a few sweet old flowers and after they are loosely tied in small bunches, put them in water in a cool place for an hour or so, then in a basket take them to the hospital and they will give great happiness to the sick people.

These are just a few suggestions for the days when you want something to do.

# Elementary

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## SILENT READING SEAT WORK

With the use of a hectograph or any duplicating machine each child can be supplied with specially prepared work and may take it home when completed. This may be used for future reference and if saved until each child has several sheets it may be made into attractive booklets to be owned by the makers.

Each child should have two pieces of paper: one a uniform sized sheet upon which is printed the exercise he is expected to do; the other a list of the correct answers. From this list he must select the correct words, phrases or sentences—cut on the lines and paste them on to his exercise sheet just where they belong, e.g.:

**Sheet No. 1—**

When mother irons she uses:

When mother makes cake she uses:

When mother cleans house she uses:

(Slips containing answers to be cut on lines and classified according to above headings.)

a hot iron, baking powder, a piece of wax, flavoring, chocolate, dust cloth, furniture polish, an ironing board, a clothes rack, cocoanut, broom, flour, milk, eggs, hot water, butter, mops, brush, sugar, soap.

**Sheet No. 2—**We are covered with fur. We are covered with hair. We are covered with feathers.

Answer slip—kitten, bear, rabbit, dog, turkey, robin, pig, hen, owl, horse, cow, pony, blue-bird, chicks, duck, rooster.

**Sheet No. 3—**Show something these like to eat: boys, men, caterpillars, rabbits, mice, dogs, sheep, ducks, robins, cats, squirrels, foxes, canaries.

Answer slip—chickens, nuts, mice, worms, seeds, corn, grass, meat, cheese, cabbage, candy, ducks, chickens, geese, apples, cake, ice cream, bread, leaves, bark.

**Questions**—What bird can talk? has a long bill? eats the farmers' corn? is very small? makes holes in trees? catches chickens? is kept in a cage? lays the largest eggs? sleeps all day?

**Answers**—Ostrich, owl, woodpecker, parrot, hawk, crow, wren, woodpecker, canary.

**Questions**—What do we get from bees? cows? oak trees? mines? lakes? sheep? pigs? elephants? hens? bears? flax?

**Answers**—Fur, honey, eggs, wood, ivory, gold, wool, fish, pork, linen, milk.

Show in what room we find—pans, towels, piano, soap, furnace, rug, coal, dresser, table, stove, rocking chair, bath tub, bed.

**Answers**—Bedroom, kitchen, pantry, bathroom, basement, diningroom, basement, livingroom, bedroom, bathroom, livingroom, diningroom, bathroom, livingroom.

**Questions**—What do we call a person who teaches us to read? cuts hair? mends shoes? runs the street car? pulls teeth? sells flowers? makes dresses? takes pictures? sells meat? brings us letters? keeps house? runs an engine? sells milk? brings us ice?

**Answers**—Motorman, housekeeper, florist, barber, shoemaker, butcher, dressmaker, dentist, photographer, teacher, iceman, engineer, postman, milkman.

## News and Gossip

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### Western Canadians to Tour Old Europe

Whether they were born on the prairies or in any other part of Canada, or whether they came to these shores from the other side of the Atlantic, Western Canadians cannot help having an interest in Europe. Much that is behind Canada lies in London, and Glasgow and in Bruges and Paris and Geneva. So, whether it is a matter of "going home" for a visit, or journeying to the old shrines for the first time, Western Canadians are always interested in tours of Europe. Although it is several weeks away, many of them are already showing a keen interest in the personally conducted over-seas tour which has been arranged by the Canadian National Railways and the White Star Line.

Those who have their English history at their fingers' ends will get double enjoyment out of the trip, for the itinerary will take them through places whose names have been written large in the records of centuries.

From England and Scotland the tour will shift to Belgium, France and Switzerland. It will take Bruges and Brussels, lovely Lake Lucerne, Interlaken, Montreux and Geneva—the beautiful city with all its significance of man's idealism. After Switzerland comes France—Paris with its shops, its boulevards, its cathedrals, its gardens, its theatres and its street life.

On August 18, the forty-second day, the liner Megantic will dock at Montreal and in a few days the tourists will be saving their pocket money for the next summer's trip.

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Mr. and Mrs. A. W. Hooper left last month for an extended visit in the Old Lands. Mr. Hooper plans to spend some time in Cornwall, with extensive motor trips through England, and later may visit the continent. Many old students of the Winnipeg Normal School will be delighted to know of this well earned holiday.

Miss Muriel Shirrif, of the Winnipeg Normal Staff, intends taking a Summer Course in Berkley, California.

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### Normal School Staff Entertains

On Saturday, May 19th, the staff of the Normal School and the one time members of the Model School Staff entertained at a farewell luncheon in a private diningroom at the Hudson's Bay, in honor of Miss Hilda Hesson and Mr. and Mrs. A. W. Hooper.

Speeches were made by Dr. W. A. McIntyre and Mr. Hooper, while Miss Helen Palk, on behalf of the Staff made a presentation to Miss Hesson of a handsome coolie coat.

Early in June, Miss Hesson, who has been secretary, librarian and dean of women in the Normal School for sixteen years, and is well known to hundreds of teachers throughout Canada, will leave the service of the government to assume her duties as special agent in Canada for the Art Crafts Guild Travel Bureau of Chicago. Miss Hesson has been conducting tours for several years during the holidays and will now devote her time entirely to this work.

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### The Normal Classes Close

With valedictories, songs, cheers, speeches and tears, the 1928 session of the Winnipeg Normal School closed the end of May. The first class to leave was the Graduates' class for which Miss Lila Warwick was the very clever valedictorian. The speech of the afternoon was made by Hon. Mr. Hoey, minister of education, who spoke eloquently of the work of the teacher and the tremendous sphere of her influence. Songs were sung by C class under the direction of Mrs. Dempsey, and Miss Warwick was the recipient of a lovely bouquet.

The following week D class, the members of which were all experienced teachers, took their farewell. On this



A PERSPECTIVE STUDY OF THE NEW HEAD OFFICE BUILDING OF THE CANADIAN BANK OF COMMERCE WHICH WILL BE ERECTED AT TORONTO, CANADA. THE BUILDING WILL BE APPROXIMATELY 435 FEET IN HEIGHT, WITH A FRONTAGE OF 149 FEET.

occasion Miss Isabel Milne was the valedictorian, and spoke easily and charmingly. Miss Hilda Hesson, who is severing her connection with the School this summer, made the address to the students, giving reminiscences of the school and paying a tribute to Dr. W. A. McIntyre, as the idealist from whom springs the splendid spirit that animates and always has animated the Winnipeg Normal School. At the close of Miss Hesson's speech, Dr. McIntyre voiced the formal farewell to Miss Hesson from the school.

On Thursday, May 31st, classes A, B and C closed their session. The valedictorians on this occasion, who were each presented with beautiful flowers, were A class. Miss Anna McKeague, who spoke briefly on the loneliness of

leaving school and its associations, and conveyed the farewell of her class to the Faculty and students. B class—Miss Lucy Cheyne, whose charming address dealt with the teachers' personality and influence, and C class—Miss K. Moreland, who cleverly and humorously made a plea for the continuation of education in the world at large when school days are over.

Songs were given by the girls from the various classes, under the baton of Mrs. Dempsey, and Dr. McIntyre closed the short afternoon with a few brief remarks in his own inimitable style. Long farewells and the writing of many autographs and signatures, class yells and much laughter mingled with regrets, closed the 1928 session of the Winnipeg Normal School.

## Selected Articles

### THE BOOK AS AN EDUCATOR

In the Literary Supplement to the London Times there recently appeared an article on "The Bookless School." It points out the advantages of an education derived from reading—undirected reading, where the pupil has access to many good books. There are only two difficulties in the way, and both of these are recognized in the article. First, it is difficult to most pupils to have access to a library of good books. The average home is unable to buy them, and the ordinary school board has not yet learned to value them as a necessity in education; 2nd. If there is a library, there is no assurance that the books are well chosen. If the pupils are allowed to run wild, they may choose the unworthy. There must of necessity be some training in the selection and use of books before children are allowed to run free. After that they should be given pretty open license.

The new Curriculum suggests a good many books that might be used in the

school libraries for various grades. Teachers are also recommended to get The Winnetka Book List which gives fairly safe directions, except in the matter of history and geography.

We probably depend too much upon class work and the text book. Might it not be well to give the library an opportunity to show its worth? In a few years the pupil must be alone, without teachers or outlines, would it not be well to prepare him for the actualities of life? Two of the best things a teacher can do for her pupils are to train them to select good reading matter, and to train them how to make use of it. The following from the article in the Times is quite suggestive.

The State schools in this country, every one will concede, are an organized attempt on a national scale to provide the finest education possible at the lowest possible price. In many respects this attempt has been highly successful; in the matter of school libraries, and all that their possession connotes,

it has failed badly. There is hardly to be found anywhere in a State school that comprehensive and abundant selection of books which one has a right to expect. Perhaps three causes may be advanced (there are no doubt many more) for the remarkable poverty of most libraries in schools: first, an ill-considered apportionment of income resulting in a neglect of vital neces-

sities; secondly, haphazard and unorganized buying on the part of the librarian; and, thirdly, and perhaps most potent, an altogether exaggerated opinion of the value of the school textbook. This last cause has had many vicious effects, perhaps the worst of which has been the transformation of so many of the world's masterpieces of literature into "set books."

### THE ENGLISH SPORT SPIRIT

The English spirit of sportsmanship represents the deepest spiritual value which can be read into the human struggle for existence, just as it represents the highest sublimation of which it is capable. In the world of sport the protagonist tacitly confirms the rights of the antagonist. It is the rule of the game that one must rejoice in

another's victory no less than in one's own. There must be no envy. Under such circumstances all life takes on the aspect of nobility. It is on the sport spirit that the prevalence of the ideal of the gentleman is based. It is a democratic ideal, in that every one can, should, and wants to be a gentleman. But in this, too, is revealed the animal

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character of the English. A gentleman is **bred**, like some noble animal; his instincts are trained. Thoughtfulness and insight are beside the mark. But we are compelled to admit that in this connection the animal character of the English psychological adjustment is an unmixed advantage. Young people can be trained only as animals are trained; and the animal, on its level, is more perfect than the human being. Why is it that the Boy Scout movement has meant so much more in the affirmative sense, than all the other youth movements put together? Because Baden-Powell made it a basic principle that young people are like savages, and can therefore be mastered only by rules of conduct, independent of all abstract considerations. Whosoever belongs to this and this Totem must not steal, lie, etc. It is precisely in this super-sophisticated age, with its disbelief in all religious and moral standards, that this aboriginal way of dealing with human beings means salvation.



## GOLFERS, ATTENTION!

Readers are reminded of the annual Educational Golf Tournament which will be held as usual this year at the time of reading examination papers. The tournament is open to all men engaged in educational work in the Province.

Play will again be upon a handicap basis, and each intending competitor will be required to submit a card of the course on which he plays regularly, showing his three best rounds of 18 holes. This information should be forwarded to Mr. J. C. Pincock, School Board Offices, Winnipeg, before the end of June.

Two rounds of 18 holes each will be played. As a result of the first day's play the competitors will be divided into two flights, the first flight competing for the Fletchener trophy, and the second flight for the W. J. Gage cup, the winners of each trophy to be determined by the net score for the 36 holes.

Fifty cents entrance fee will be charged in order to provide prizes and defray other expenses in connection with the competition. This will make the total cost to players including green fees for both games \$1.50.

The draw for the event and full particulars concerning the play will be posted immediately at the beginning of reading papers in July.

TRUSTEES: J. C. PINCOCK, E. W. KNAPP, F. W. CLARK

## BEWARE!

Timid Bathers warned to keep away from

## MINAKI

(Ojibway for Beautiful Country)

Muskalunge weighing 35 lbs. have been caught at the P.A. & L.A. CAMP. Up to the present, fortunately, no bathers have been attacked, but remember the late lamented Jonah's fate. But if you love nature's beauty, the tossing pines, the glinting waves, then risk it anyway.

The camp is seven miles down lake from Minaki village in a nest of lovely isles and there you will find congenial companions in a home-like atmosphere. Management is in the capable hands of Mr. D. B. Huggins, Principal of one of Winnipeg's largest public schools. His staff consists of high school and university students to a large extent. Tennis, golf, quoits, lawn bowls, baseball, rowing, paddling, swimming and diving for the energetic, and regattas, concerts, camp fires and picnics for the socially minded.

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